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ABSTRACT

This report contains the four speeches with comments presented at the laboratory school administrators' workshop: 1) "The Role of Laboratory School as Perceived by the Public School Administrator" by Arthur Shapiro, assistant superintendent for curriculum and personnel, DeKalb Public Schools; 2) "Experimentation and Research in the Lab School" by Peter D. Abrams, director, Bureau of Educational Research, Northern Illinois University; 3) "Creating the Research-Experimental Laboratory School" by George A. Gogo, director, University School, Northern Illinois University; and 4) "The Laboratory School and Research" by William Kuschman, research coordinator, University Laboratory School, Northern Illinois University. Included are the workshop program, results of workshop evaluation by participants, and a list of the 27 participants. (JS)

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Summary Report

Midwest Laboratory School Administrators Association
Annual Fall Workshop
October 15-17, 1969

Host School

University School
Northern Illinois University
DeKalb, Illinois

Dr. George A. Gogo, Director
Dr. John Dal Santo, Associate Director

SP004540

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Introduction

The information in this document is a compilation of the speeches and general information presented at the 1969 L.S.A.A. Workshop held on October 14-17 at the Holiday Inn, DeKalb, Illinois. The speeches by Drs. Abrams, Shapiro, Kuschman and Gogo are in manscript form for further reference.

Our appreciation is extended to Dr. F.R. Geigle, NIU Vice-President and Mr. Wayne Newlin, Associate Superintendent of Public Instruction, Springfield, Illinois for their part in the workshop.

A tremendous amount of praise goes to Patricia D. Canon for editing and compiling this summary report. Mrs. Canon was also our hostess-receptionist during our workshop and did an excellent job.

From the evaluation reports and the verbal responses of the participants, the impression left with us was that a worthwhile and profitable time was had by all who attended.

We expect to see you all in Chicago at the Conrad Hilton Hotel on February 24-26, 1970 for the national meeting.

John Dal Santo
Associate Director
University Laboratory School
Northern Illinois University
DeKalb, Illinois

MIDWEST LABORATORY SCHOOL ADMINISTRATOR'S ASSOCIATION

Annual Fall Workshop

Oct. 15 - 17, 1969

Host: The University School
Northern Illinois University
DeKalb, Illinois 60115

Location: DeKalb Holiday Inn
1212 West Lincoln Highway
DeKalb, Illinois 60115

PROGRAM

Wednesday, October 15

4:30 p.m. — Registration & Social Hour: DeKalb Holiday Inn - relax in the Northern Illinois University swimming pool, tour the Northern Illinois University community, golf on the excellent facilities of the area.

6:00 p.m. — Dinner Meeting - Holiday Inn

Welcome from Northern Illinois University, Dr. F.R. Geigle, Excutive Vice-President of N.I.U.

Welcome from the Office of the Superintendent of Public Instruction, Springfield, Illinois. Mr. Wayne Newlin, Associate Superintendent of Public Instruction.

Address: The Role of the Laboratory School as Perceived by the Public School Administrator.
Dr. Arthur Shapiro, Assistant Superintendent for Curriculum and Personnel, DeKalb Public Schools, Dekalb, Illinois.

Thursday, October 16

Breakfast
8:30 - 10:00 a.m. — Address: Experimentation and Research in the Lab School.
Dr. Peter D. Abrams, Director, Bureau of Educational Research, Northern Illinois University.

10:00 - 10:20 a.m. — Coffee Break

10:25 - 11:45 a.m. — Address: Organization and Administration of the Lab School for Educational Change.
Dr. George A. Gogo, Director, Northern Illinois University Laboratory School.

Luncheon

1:30 - 2:30 p.m.	Visit the University School and the Northern Illinois University Campus.
2:30 - 3:30 p.m.	Debriefing of Visitation
6:00 p.m.	Dinner Meeting - followed by:
	Speaker: Dr. William E. Kuschman, Coordinator of Research, Northern Illinois University Lab School.
	Topic: The Present Organization for Research and Experimentation at the Northern Illinois University Lab School.

Friday, October 17

Breakfast

9:00 - 10:30 a.m.	Brainstorm session, Groups to be Arranged According to Interests.
10:40 - 12:00 noon	Business and Other Announcements

Luncheon

* ADJOURN *

THE ROLE OF THE LABORATORY SCHOOL AS PERCEIVED BY THE PUBLIC SCHOOL ADMINISTRATOR

Dr. Arthur Shapiro
Assistant Superintendent
Curriculum and Personnel
DeKalb, Public Schools
DeKalb, Illinois

My wife showed me an article in the newspaper and it said "Eminent Educator Speaks Tonight," and she asked if that described me and I said, "No, that is Al Gogo and Dr. Geigle. I'm described a little bit lower as an 'imminent educator'".

It seems to me that I can only really speak for myself in terms of talking about how public school administrators view the appropriate function of lab schools. Maybe we can try to tease out a few school administrators' perceptions, but they'll of necessity be through my eyes. Incidentally, please feel free to ask questions or toss in comments as we go along.

What I would like to suggest is that over a period of time organizations change in an invariable sequence. Too frequently we have analyzed supervision and administration as organizational functions without looking at a little longer period than a year or two. Max Weber, who is one of the major heroes in Sociology (now that he is dead), thought that organizations passed through two phases. In the first stage a major charismatic leader enters and re-vitalized the organization, stimulates people into doing many interesting projects. Unfortunately, these leaders leave and are followed by considerably less able people. After awhile the organization slows down, becomes static and literally falls into ashes. In the future, a new dynamic, attractive charismatic leader enters and the organization, like the Phoenix, rises from the ashes. Well, I think this was an interesting theory in the early part of the century, but we know that most organizations persist and continue even though they do change. But they usually don't fall into ashes and shards. Companies do function, laboratory schools do function, the University of Chicago Laboratory School continued even after John Dewey left.

There is a more recent theory which takes a close look at the way organizations change. This theory states that organizations have an invariable cycle through which they pass, in other words they have a career. This tri-partite theory of institutional change states that organizations are dominated in succession by three institutional orientations: Person, Plan and Position.

Most of us know of organizations that are backward-looking. Their major concern is to maintain the status quo. They are dominated by red tape and are highly bureaucratic. Essentially, they are in a state of vast inertia and most of us are quite familiar with what happens when a strong, charismatic, attractive, dynamic leader comes in. The majority of members of the organization become attracted by the ideas that this leader states. He really expresses the unmet needs, the often unarticulated and unrealized asperations of many of the people. He begins to express the kinds of feelings that they have and he begins to capture their loyalty. And so in this phase, an organization is largely oriented to the dynamic, attractive leader. Charismatic leaders produce exciting, dynamic organizations. Lots of planning is going on, lots of interesting, short range ideas are being bruited about. Often some of the plans are contradictory, but life is vital. An organization in this phase is the most dynamic in its career, having the greatest potential for change. The problem is, in this kind of situation, that often the leader leaves. He gets snapped up by a rival organization or by an institution of higher learning to be a professor of education (a sort of rehearsal for early retirement). Or a leader leaves because he gets shot out of his saddle. Anyway, when he leaves, of course, the followers

want to stabilize his ideas. They want to keep the character, the excitement. They do not want to return the old, dead past.

Once the leader leaves, the people have a serious problem. They have to continue the important thrusts they have developed, so what they typically do is to stabilize some of the latter ideas of the leader by constructing something like longer range purposes, plans. Essentially, they move to what can be characterized as planning, in which they begin to build longer range goals. They begin to transfer their loyalty from the person to the plan, a sort of plan-orientation phase.

One could see this in a lot or organizations. For example, in the twenties and thirties, one hears about the halcyon days, the golden days of yore and it turns out that this was the furor in education when progressive education had captured the elementary schools and people were really committed to a plan. They really believed it, referring to the golden age of the system.

The nearest equivalent in education to the leaders who are vital to plan-orientation is the planner in government. Usually these people operate in the federal government or as city managers or planners. In education we haven't seemed to produce a group of planners quite like the city planners, yet.

One can see the transition from charismatic leader to plan-orientation on a national scale by looking at the successors to Stalin and Kruscheff (who were charismatic). Bresneff is essentially a planner. Now that Ho Chi Min is dead it will be interesting to see who follows him. Chances are it will be a planner since charismatic leaders are hard to duplicate. As Weber noted, lesser luminaries tend to succeed such men.

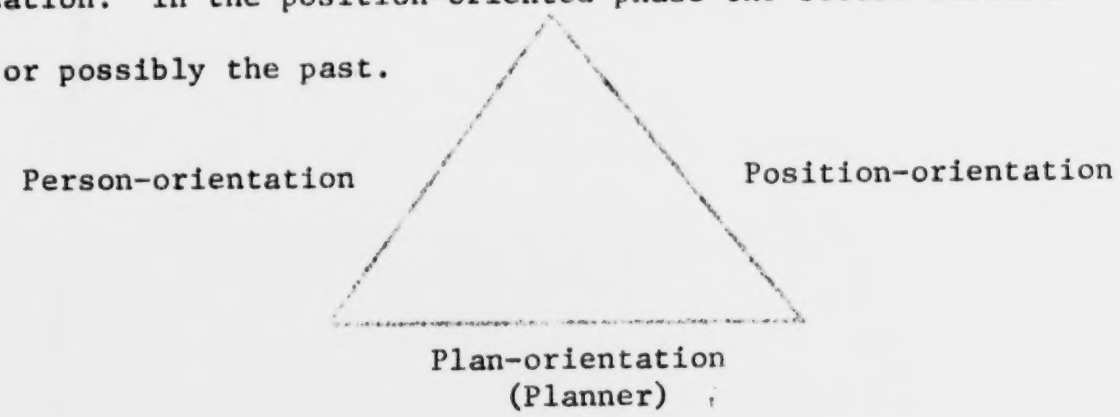
Should I plunge on to the third leg of my little triangle here? The problem of having a plan is that once you begin to implement it you

begin to have a few problems. You develop rules about how things are to be carried out, so red tape surfaces. Divisions of labor begin to multiply because people like to have clear roles.

It always makes me nervous when people begin to structure clear roles. When roles become established, when methods of doing things become routinized, the organization and its inhabitants become compartmentalized. Where there were lots of ways of doing things and where anybody could get involved all of a sudden there is <u>the</u> way of doing anything. The institution begins to stabilize. It rigidifies and becomes bureaucratized.

This leads to the third phase of organizational life, the position-oriented stage, here it stabilizes, it just sits. I once heard a superintendent say in all seriousness, "Oh, the institution will run itself. I don't have to be there." By that he meant that the organization could run itself and that his leadership was really refining, eliminating duplication. If anything it's improving things just a little, but not too much. That's essentially position-orientation. Bel Kaufman has characterized the leader as "Admiral Ass," the Bureaucrat, The Nuts and Bolts Man, The Technician.

The future in the charismatic phase is very open and has much capacity for change. In plan-orientation the future is viewed in terms of plans which are perceived by the planners as holding promise for the organization. In the position-oriented phase the future resembles the present or possibly the past.



In some cases there seems to be a fourth kind of leader who occupies an organization, a synergist. This is a person who is both a charismatic leader and a planner. An example of a synergy is in pharmacology. In treating TB, doctors found one drug produced result A and a second drug gave result B. They found that both used together had an immensely powerful impact on tuberculosis bacilli. Ergo, in pharmacology, they used the phrase, synergistic reaction, or a synergy. In an organization the synergist combines both charismatic leader qualities and the ability to develop plans, long range, viable comprehensive planning structures which assist the organization to achieve a more effective and efficient operation.

Incidentally, synergists are rare; you don't find them very frequently. This leads us to decide that perhaps synergistic staffing is a good idea. For instance, you combine a planner with a charismatic leader, providing the planner isn't jealous of the charismatic leader's popularity. They have to be able to stand each other. The whole notion of creative staffing might reflect the idea of locating a charismatic leader and a planner and setting them to work with each other (not at each other's throats).

If this tri-partite theory is correct (and a great deal of evidence tends to support it), in permitting our institutions to go through these phases, we are acceeding to being controlled by organizations. Incidentally, can anyone think of any organization that has not gone through that cycle? (no negative response)

Has anybody here seen the "Seventh Veil" by Bergman? A knight and his page return from one of the Crusades and find their home in one of the Scandinavian countries racked with seething social unrest. One of the vehicles in the play is that the knight is in a chess game with Death and although the knight is tough and resourceful, at the very end Death conquers

the knight. At a tremendous distance you see the silhouettes of the knight and the page and several other people dancing on Death's string.

It seems to me that we in our organizations have been dancing to the tune of uncontrolled institutional change.

I have presented this theory because theory is predictive. We now have the hope of being able with a predictive structure to unshackle ourselves and to control our own lives a bit more. Our task to avoid being enslaved by uncontrolled forces is to determine the critical forces operating within the institution, locate the control points and try to stabilize it.

Now, how does this apply to a lab school? Obviously, the very name, lab school, points to its mission as leading the way. It's supposed to develop all kinds of experimental programs and pilots. I hope it would develop and try new conceptual structures, methods and structual arrangements such as the learning center, ungradedness, etc. I would also think that a lab school might create and test planning structures and strategies and see if the tri-partite theory can be useful to manage our organizations more effectively. Next, the lab school, hopefully, translates theory into practice because of its proximity to the university and perhaps it might even develop theories and test them. (One area for instance is in differenciated staffing patterns because of the enormous availability of students.)

Where are most lab schools in relationship to the tri-partite power cycle? Most of the organizations I have seen tend to lie in position-orientation where there is a low level kind of loyalty to bureaucratic positions. Where should the lab school be? I think quite obviously it should be somewhere in the planning stage. As a matter of

fact one of the major problems that lab schools should examine is, how do you stabilize institutions? Organizations in position-orientation are in a living death. Who on earth wants to live like that? It gives security, but in the long range it is a very dangerous security, because eventually it is going to have to change and the change will come radically. This is what's occurring now.

So far I've not come across any institution that's been able to stabilize itself. Have you? We go through the first two phases and then the organization slumbers in a living death for years and years. I'd like to see lab schools try to figure out how on earth they can stabilize an institution, how do we keep a staff viable instead of going to seed. How do we keep a staff feeling that it can, indeed, contribute to a school district. I think we all realize that people in teaching often are a little bit leary of exposing themselves and have to be encouraged. What kind of curriculum development structures can laboratory schools experiment with that will protect the individual, that will serve to promote and elicit creativity and will keep the organization viable? I think that's the problem we have. I would think that that is the problem that any organization has. The charismatic leader goes and the organization, if it servives, eventually becomes position-oriented. They are terribly unproductive and waste human talent.

There are all kinds of questions that one can raise. For example, will the movement by teachers to begin self-evaluation have a stabilizing effect in other than position-orientation? In other words, we are focusing on the productivity of organizations.

Anybody want to comment or ask questions?

Question: (May I ask a question? Just to see if I'm following what

you're saying. I've gathered that the person-orientation or the charismatic leader situation was kind of a nice situation to have. Was it ever possible to follow one stage of person-orientation with another and another and always stay in that phase?)

Answer: I suppose so, but boards of education and other organizations just don't seem to do this. Next, would it be desirable if one could? I think Americans are great short distance runners so it probably would be better to get into the planning phase because people get tired of all this action. One of the problems I'm concerned about is that we may burn out people by working them to death. I think they may say "to hell with it." I would like to see an organization stabilized somewhere in the early planning phase.

It is interesting, too, that the international scene is very much involved with this tri-partite cycle. The latest issue of Time Magazine discussed the fact that in the world today Mao is the only major leader with charisma. Sucarno is gone, Jack Kennedy is gone, Bobby Kennedy is gone and De Gaulle is gone. Now we're very much involved with planners, including Russia. The planner is not a dramatic type unless he is synergistic and I don't see any world leaders on that order except perhaps Mao.

Mr. Nixon, you're saying is not a charismatic leader? That's a surprise.

You know this theory has some interesting implications for all of us. For example, what kinds of people can inhabit an organization that goes through all three phases? I'm pretty much convinced that I couldn't stand one of these phases. And so my sharp wife observed that we were doomed to perpetual mobility unless we can stabilize an institution. So I have a real major personal stake in this.

As a further point about having some lab school administrators test that stabilizing hypothesis. I think we need to stabilize with curriculum structures so that the teachers get very heavily involved. So its their stake.

Question: (Does stability mean resting in position-orientation?)

Answer: No, stabilizing here means continuous change, re-developing plans, planning and then re-organizing, re-developing. I think it requires planning strategies and planning structures but the literature on this is quite limited other than some generalized material on PERT, etc. I think we have to get first, second and third generation steps in planning structures. You can't plan piecemeal.

Question: (Doesn't this relate to the individual's self-renewal also?)

Answer: Sure, this refers not only to the self-renewal of the institution but of man as well. What good are people who die on the vine?

Question: (The world of teacher training differs from the world of research. Which way do you see most lab schools going...being most directly involved in teacher-training or in experimentation-research?)

Answer: We don't have enough people in research and development on basic theories and this is critical. What does it do to a person to live through an organization in this third phase. What happens to people in this third phase? What does it do to us both as a person and as a professional? You know, ultimately, we only have ourselves and we must grow personally and professionally. To live through an organization which is destructive to your growth is a disaster. We're dealing with survival.

Question: (Does the organization continue to exist in position-orientation?)

Answer: Right, although it can die if it fails to meet changing needs. Position-orientation is a kind of senescence.

Question: (What you are suggesting has particular implication for laboratory schools.)

Answer: I think the laboratory school can and must systematically test theories and hypotheses. It should systematically test planning structures. When you work on planning structures it's painful because there is virtually no literature. This is an area of immense importance for us. And yet it's as if we're on the shore of a hidden continent.

I think the whole purpose of supervision and administration has to shift. I think it is changing drastically from a control-oriented function to a facilitating--to a self-renewing, enabling function. It's mandatory for us to develop structures that can outlast our own individual contribution. And I think the laboratory school ought to take a shot at developing and testing planning structures, otherwise what is the function of the laboratory school? What is the function of the private school? It's not just to sit in the past.

Question: (I think in your model you'd have to really find security for teachers. There must be security within the mileau of change.)

I think we really have to find ways to help people be secure in constant change. Security in position-orientation is illusory.

Calvin Taylor may have some real perceptions for anybody in any institution with regard to human potential. Taylor notes that the schools progressively focus more and more narrowly on academic skills as one moves up the grades. In the early elementary years they do work on other talents such as on communication skills, on various artistic skills, but progressively they begin to narrow. By high school they're focusing on only some

academic skills. Taylor believes that there are planning and many other skills. What we have to do in our schools, (maybe this is another mission of the lab school) is to try to teach planning and communications skills, because a good deal of evidence indicates that people who are not necessarily high in academic skills but who have considerable forecasting, planning and communication skills can, indeed, do a pretty good job. Robert Katz, in the Harvard Business Review in 1955, talks about three requisite skills of an administrator. One of them is the forman's skill of knowing the tools and the techniques of the craft. Another one is a human relations factor, he is able to work with people to achieve goals. And there is a third, a kind of intellectual factor, with this the major executive is able to locate social trends and then can plan and develop structures so that his organization can not only survive but can take advantage of these social changes to be successful. These are forecasting and planning skills. of course. Using Guilford's model of intellectual skills and mental abilities we're able to be more precise than with Katz' model.

Question: (We've had a lot of literature on organizational climate recently. Are certain organizational climates more characteristic of one phase?)

Answer: This is an area on which a lab school should focus. This question relates to the outcome of creative efforts. Does each orientation differ in its reward for creativity? Another related issue is whether one orientation is more congenial to various teaching styles.

Question: (May I ask another question?)

Answer: Delighted. I get nervous at long silences.

Question: (I would be interested in your perception on why the lab

school is well situated to do these things rather than any number of public schools?)

Answer: Well, lab schools have university ties and that means that they come in contact with people who think theoretically. So they have help to test and develop. Secondly, I just don't see why a lab school should be exactly like any public school. I think it has a mission and its mission is to experiment and to lead the way; to try to develop ideas and patterns and concepts and test them out. Otherwise what is the purpose of a lab school?

Question: (What happens to charismatic leaders? The organization can go downhill after he leaves if they don't select a proper successor.)

Answer: Well, he gets snapped up by another organization. You know when you follow a charismatic leader you have a real problem. You like to be popular and people compare you with him. It's enough to drive an insecure man out of his mind. Also, if the succeeding leader can't plan you can move into position-orientation rapidly. That's why person-orientation has the greatest dynamic for change. There are organizations in this area which have moved very rapidly into position-orientation. You have to try to stabilize with appropriate planning structures. For example, one of my interests in DeKalb is with its intriguing curriculum structure. I wonder if the curriculum structure that was developed several years ago may be just such a stabilizing vehicle. Perhaps with this we may be able to stabilize the organization early in the planning phase. The curriculum structure is a very intriguing and complex planning structure. I think a tremendously strong curriculum-producing structure with heavy teacher involvement may be vital to stabilizing the organization in other than position-orientation. The teachers, at least in this system,

feel that they've got a pretty strong voice. As a matter of fact, some feel that teachers have too strong a voice, but I don't know...this is certainly better than having people feel that they're unable to influence anything, and, consequently, lose interest. The Teachers Association, which gives teachers the strength to be able to speak up and be represented in terms of decision making, is a positive force. Teachers feel protected by the organization. And this essentially is what any clique or any small group structure in any formal organization does--it provides protection for the individual. I'm suggesting that in order to stimulate some way to keep this institutional renewal function going, people have to have a very strong stake in the organization. We've all been in school systems where people didn't have any stake, when they felt they were totally ineffective, and didn't give much of a hoot. On the other hand, where there is a viable structure to involve teachers you may be able to arrest the cycle. The question, of course, is how long that can happen. The lab school ought to investigate this because now we're just operating by hunch. We ought to have hard knowledge because it would make me feel more secure and maybe others as well.

Question: (What about recruiting? How can we get the type of people who themselves are concerned about change?)

Answer: This is a very interesting problem. In the person--and--plan-oriented phases, it's easy to get talented people. Recruiting is not real difficult because people are excited about programs. Administrators who ask questions about class control and don't talk about programs will attract the more stodgy people.

Shall we ask one more question or shall we get up and hit the flesh pots of DeKalb?

Question: (Maybe this is a universal problem, but those who have been with a school the longest tend to resist strongly. This is probably our number 1 headache. The fact that they have tenure means we have to work with them. How can we move them?)

Answer: The reason that minorities control organizations is that they have a purpose, a direction and they are determined. Eric Hoffer's True Believer often gets things done. It seems to me that if we develop purposes and plans this makes us somewhat unique, because very few people have such missions and instruments. If you're determined and know how to deal with the control points of the organization (and if you're smart and you play your cards right) you can get a great deal done. You have to build support, of course, but because very few people have plans you can be effective. Hopefully, we will be able to influence University programs in preparing administrators who have planning and forecasting skills and concepts. That would seem obvious and vital.

EXPERIMENTATION AND RESEARCH IN THE LAB SCHOOL

Dr. Peter D. Abrams, Director,
Bureau of Educational
Research, Northern Illinois
University

Thank you for your very kind introduction. And thank you for inviting me to address you tonight. It is always a pleasure to talk on what remains one of my dearest topics: educational research. Most if not all of my relatively short career has been either teaching or involved with this area. While I do not profess to be an expert and I do not think that we have experts in this field as we sometimes do in other educational fields, I do hope that I can stimulate you with some of my thoughts and feelings regarding this exciting area.

I regard and call this area exciting and I choose my term carefully. For we live in a very exciting era. Much more exciting than most of us really feel very comfortable in. The times they are a changing. When I went to school, the world seemed so ordered. There were problems but men seemed to either ignore them or go about their solution in slow and seemingly rational ways. Education and educational systems were only remotely involved in what was going on around them. But somewhere in the process something must have gone wrong. For from a system that should have produced individuals ever more capable of solving increasingly complex problems has come what has been called the alienated generation. Education has not produced problem solvers but problem people. And somehow it has done this with individuals from diverse catagories of society.

Something, including education, has led to the alienation of the disadvantaged. The person, who for some reason has been denied basic rights, no longer is simply willing to tolerate the system or even accept slow and gradual change. He wants and oftentimes demands immediate action-no matter what the

consequences of this in many of our big urban centers in a series of long hot summers.

On the other hand, something, including education, has led to the alienation of the advantaged. What once could be counted on as being the group who would produce our most solid and achieving citizens is also simply no longer willing to also accept the injustices of our times or even accept slow and gradual change. They also wants and oftentimes demands immediate action-no matter what the consequences to themselves or other people. We have seen the consequences of this in protests in other cities and many of our college campuses.

And this, I do not think, can be shrugged off as simply a passing fancy, or a new modern fad. What has happened and is happening is vitally important to all of us. When I was a child violence and revolution was something that either happened a long time ago or in places far away. But even witnessing what has recently been going on not far from any of our doorsteps has brought home that our once comfortable existence was never and is expecially not now, as rational as it once looked to unseeing or uncomprehending eyes. We do indeed live in rough and troubled times.

I do not intend to simply lay the blame for this on the doorstep of education or our educational system. But I also do not think that we are blameless. We are in the midst of a very complex situation, and there can be no doubt that educational knowledge, or possibly the lack of it, has played a part. It just possibly may be that what is going on is our youth calling

our bluff in many fields, and I sometimes feel that in education, we may just be caught short.

Rational advancement and the betterment of man and society must progress through knowledge. I do not think that I must justify this point with countless examples. We are all people who have been brought up to accept progress through increased knowing. This is a trueism in all fields and it only seems obvious that it should also be true of educational knowledge. People have been teaching for countless numbers of years. It therefore follows that if education has been advancing we should be doing an increasingly better job teaching. But if this also is true then we should possibly not be having the problems that have already been recalled. Something must have broken down in my reasoning. And I am here tonight to contend that what has broken down is the process whereby knowledge in any field is attained-that is-research.

You should have known that I would eventually begin to talk about research. We would not all be here if this was not of immediate and important concern to us. Let me now give you some of my thought and feelings about educational research.

While education has been around quite a while, educational research as we know it today is relatively recent. A great deal of education was simply taken for granted and good education was simply copying what was done previously. This was also true for the other disciplines of knowledge but in many of these there came a time when use of custom was not enough to justify what was either done or should be done. Then each of these

disciplines slowly developed research techniques and procedures and began to scientifically examine its knowledge. And over sometimes great lenghts of time, great progress was made and still continues to be made today.

We have been in, for a short time, this same phase with education. We have started to examine our field utilizing new techniques and procedures. Given enough time as other areas I have no doubt that education could gain the oftentimes neccessary knowledge to also greatly improve itself. But unfortunately it does not appear that we may have as much time as we might like in this instance. Therefore educational research as a contributor to the solution of increasing problems must grow up fast and furiously if we as educators hope to make an impact on what is happening around us.

This is going to be no easy task. Techniques and procedures take time to develop and be accepted and utilized. One has only to look at what was going hundreds of years ago in the hard sciences, physics, chemistry, and the like when their respective research tools were in their infancy. There was many a faltering step before the evolution of knowledge in these areas was developed as we know it today.

We are faced with the double problem of working with an area that is probably the most complex of all areas, the individual. Compared to a human being, the atom is a simple matter. Compared to understanding a person's mind, medicine even is less complex. There can be no doubt that we, as educational research oriented people, are faced with a formidable task.

I don't think I need justify to this group the difficulty of educational research. Armed with sometimes inadequately developed tools against the most complex of subjects, we nonetheless are forced to go to battle. And we are pressured on all sides for a quick victory.

We are hampered by one more difficulty worth mentioning at this point. We are one of the only disciplines that has a great lack of laboratory facilities in order to do our research. For research takes place in a lab setting, they are a necessity if one is to experiment in many of the ways that are required. What do we mean by a laboratory? A laboratory is a place where the researcher has control over the subjects from which he hopes and expects to derive information and knowledge. The uninitiated might speak up and say that then the whole education system is a laboratory for educational research. In certain respects he is correct. Much good and needed educational research can and does take place in the public and private schools across our country. This is to be commended and must continue. But the operating school system is not a perfect laboratory- it has some important limitations and these must be recognized by those who want the results of research. For in most school systems the researcher lacks the one most important ingredient for much research- control. Those responsible for school system operation have as their primary concern not research but the education of the children who have been entrusted into their care. They must face and satisfy control boards as well as meet and fulfill the expectation of the community in which they serve. And with the budgeting restriction framework that most schools must operate within, administrators

have enough problems without having to be concerned with providing the educational researcher with the type of facility-the classroom laboratory- that is required.

If then the actual school is not the complete answer to an educational researchers' laboratory needs, for in some cases it is, then how and where can educational knowledge be attained? It is here that I think the laboratory schools that you people represent, play their most important role. For your schools are the basic laboratory of the educational researcher.

Laboratory school can play three important roles: demonstration, practice, and research. By demonstration I mean they can be places where excellent teachers and teaching can be shown to other teachers. They can serve as models of good education for others to emulate. By practice I mean they can be places where experience can be given to either new or old teaching personnel, Pre-student teaching, student teaching, and in-service education experiences could all be examples of such utilization. By research I mean they can be places where educational research is carried on continiously as the prime mission of the laboratory school.

While all three of these uses of laboratory schools are legitimate, because of certain factors, I believe that the last of the three, research, is and must be the primary function of the laboratory schools of today. If time and circumstances were different, my opinions here might also be changed, but given the needs of today, I think there can be no other justification of laboratory schools than their function as the lab of the educational researcher. The public and private schools of our

nation can provide demonstration capabilties; there is no reason to assume that this is the mission of select laboratory schools. The public and private schools of our nation can provide settings for educational experience; ther is no reason to assume that conveience makes this the mission of laboratory schools. But what the public and private schools cannot provide to the extent that can be done in the laboratory school is the committment to research, to educational change, and to continued experiementation. And let us face it, laboratory schools are very expensive operations and must be justified by their unique contributions. And their only unique contribution as I see it today is the facility the provide for complete educational research. This then, must be their mission.

There are many ways that the laboratory school provides the setting for research. These involve both process and content.

Such schools allow the researcher to do the things that cannot be done in the normal school setting; they facilitate the process of research. Grouping of individuals into classes, special stratification for unique purposes, and rearrangement of timing are only a few of the many possibilities that come to mind. I am sure that you can think of many more things that can be done in a laboratory school setting that would simply not be practical in the public and private schools. And it is exactly these kinds of things that provide the educational researcher with the control that is oftentimes so necessary for depth work in many areas of education. The laboratory school is the unique place in our educational structure for this work to be accomplished.

Such schools allow the resercher to do things that cannot

be done in the normal school: they facilitate the content of research. Controversial areas where answers are so vitally needed today are oftentimes the areas that are closed to researchers in the public and private schools. Study in such fields as sex education, racial understanding, individual development while acknowledged as important are most often not allowed in the typical schools. I am again sure that you can think of many more areas that can be studied in a laboratory school setting that would simply not be possible in the public or private schools. And is again exactly these kinds of things that provide the educational researcher with the content options that areoftentimes so necessary for relevant work in many areas of education. The laboratory school is again the unique place in our educational structure for this work to be accomplished.

I have spent some time in enumerating some of the things that I think that the laboratory school can provide to education and educational research, I think it also worthwhile to spend at least a few moments mentioning some of the things that you as administrators of such schools can provide in the same setting. These can be handled in three sections: pupils, teachers, and facilities.

It is obvious that the laboratory school must have pupils. But you, as adminstrators must be sure that the proper pupils and parents with the necessary attitudes are one of the inputs to the system. By proper pupils I mean all kinds of students, for if the research that comes out of your schools is to be relevant to the outside educational world then it only logically follows that your pupils must be (like and reflect this outside

world.) This may mean a much more heterogeneous mix than has oftentimes been found in the typical lab school. By necessary attitudes in their parents I mean that parents of pupils in such schools must fully realize and appreciate the purpose of the school - research - and be willing to allow their children to be utilized in educational research. This primary function of the lab school must be made clear at the outset to parents and if there is doubt and hesitation, then their child or children are simply not the proper pupil material for the school.

The teachers who work and participate in laboratory schools are also of unique status. They also should fully realize and be committed to the primary mission of the lab school. They may be educational researchers themselves, in which case the school provides them the setting in which to pursue their unique content interests for their educational research activities. They should also be able to cooperate with others and their similiar activity. But it is not mandatory that all teachers in a lab school be expert researchers. Excellent teachers who also posses the knowledge and appreciation of research have an important place within the framework of such schools. They can initiate and provide useful ideas on research possibilities because of their intimate and thorough practical knowledge of the classroom. They can cooperate with their colleagues in the school in their research activities. And finally then can also cooperate with the outside personnel who also make use of the laboratory school as the research lab for their work in the area.

And finally the administrator has the obligation of providing the material setting, equipment, or necessary supplies that allow

the researcher-both internal and external-to function successfully. This is a task more difficult in the lab school than in the public or private school and one that will no doubt take a great deal of someone's time. But it nonetheless is just as important in many ways as the other two just mentioned.

Well there it is-my view of why I consider the laboratory school as such an important part of the educational scene. For in many ways, I see it as one of the agencies that possibly can provide us with many of the answers to the important questions that our alienated youth ask us for today. Laboratory schools have a unique role to play and contribution to make. It will not be easy. But is surely is necessary. So it simply must be done. The potential of the future is in many ways unlimited. With educational knowledge, through educational research, no problem is unsolvable. In certain respects todays problems are our problem and specifically your problems. I am hopeful that we and you can meet them. I am optimistic. Thank you for your time and indulgence.

Creating The Research - Experimental Laboratory School (Condensed)

Dr. George A. Gogo
Director
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Northern Illinois University
DeKalb, Illinois

It is becoming increasingly clear that the educational establishment no longer confers in the validity of the laboratory school. We as laboratory school administrators are more conversant than others with the attrition rate of such institutions and hopefully recognize that unless immediate efforts are initiated to bring about serious adjustments in the underlying principles of lab schools they may very well disappear from the educational scene in the forseeable future.

It is my chosen task today to share with you what I believe are some of the critical actions laboratory schools must take immediately and to suggest ways in which these actions might be initiated and carried to fruition. However, before I do that I think it only appropriate to preface these remarks with the following:

It is my firm conviction that the educational establishment is in desperate need of research and development centers and at the moment is confused, in disagreement and hesitant to take a definitive position as to how it may satisfy this need. Therefore, it seems to me, that the laboratory school movement, if it is able to marshal its forces and is willing to accept the challenge, is in perhaps its most favorable position ever to meet a critical need of the establishment and in the process find real meaning for its own existence. Should the laboratory school movement choose to meet this challenge and, again, I say, find itself in the process, it will require one essential ingredient, an ingredient for which there can be no substitute, namely, dynamic leadership. Further, this leadership must reflect certain characteristics. Of paramount importance the laboratory school leader must have a sincere and vigorous commitment to the imperativeness of lab schools relative to their purposes. This commitment must be

enunciated in a professionally aggressive manner to the degree that his parent institution looks to him for leadership and as the spokesman for its position relative to the function and role of its lab school. Also, he must speak to the issues involving lab schools, consistently confront its critics and be prepared to justify its actions and practices in terms of its long and short range purposes.

This will require courage and vision of the lab school administrator but is imperative if laboratory schools are to survive. For I would suggest that, the lab school administrator is "the man of the hour" and whether he likes it or not the future will say essentially one of two things regarding his behavior - He chose to cast himself in the role of Brutus.

I would now like to address myself to my topic, Creating the Research-Experimental Laboratory School.

The task of changing an institution from one that has largely concerned itself with teacher-training services to one of research and experimentation presents some difficulties but, I believe it is realistically attainable. The problems inherent in such a task need to be identified and resolved in a rational manner.

In my opinion the major problems to be encountered in bringing about and sustaining this adjustment are:

I. Agreement within the parent institution regarding the research and experimental purposes of its laboratory school.

II. Development of working conditions which are consistent with the expectations the institution holds for its members.

III. Recruitment and retention of qualified faculty.

At this time I would like to explore with you techniques and procedures

which I believe are effective in resolving the three major problems mentioned.

I. Agreement within the parent institution regarding the research-experimental purpose of its laboratory school.

This problem, perhaps more than any other, has stood in the way of laboratory schools realizing their potential. We are all quite familiar with the differing expectations held by the various elements of the University regarding the laboratory school. Frequently these expectations are incompatable and as a result they serve to neutralize the laboratory school's effectiveness. When this situation exists, as frequently is the case, the laboratory school finds itself trying to serve too many purposes, unable to staff itself adequately, overworking its staff, etc., and as a result becomes generally ineffective.

Such conditions cannot and must not continue if laboratory schools are to meet their responsibilities relative to research and experimentation.

I would recommend that laboratory schools give serious consideration to the following proposal in an effort to resolve the above difficulty.

A. Seek authorization and support, from you dean, provost and president, for the establishment of a task force within the University whose purpose it would be to establish major purposes for its laboratory school.

B. Once such major purposes are established submit them to the chief academic officer within the University for his approval and submission to the president.

C. Upon approval from the President have them incorporated into the University's academic plan thus providing a formal pronouncement regarding their nature to the entire University.

This procedure may vary from one institution to another depending upon policy or internal procedures. However, the importance of having the University

take an official position regarding the function and role of its laboratory school is paramount and should be vigorously sought by all laboratory school leaders.

II. Development of working conditions which are consistent with the expectations the institution holds for its members.

Historically, with very few exceptions, laboratory school teachers have been assigned responsibilities that are totally incompatable with their working conditions. It is not at all atypical to find parent institutions requiring their laboratory school teachers to meet the identical criteria for promotion, tenure and salary increments as any other university faculty member. This is as it should be if laboratory school teachers are provided the same opportunities for realizing these criteria as other university faculty members. However, they are not. Laboratory teachers are frequently scheduled into classroom teaching responsibilities for as much as twenty to twenty-five hours each week whereas their counterparts in other departments are rarely assigned similar responsibilities for more than nine hours each week.

If laboratory schools are to achieve their purposes of today (i.e., research and experimentation) then ways must be found to provide laboratory teachers adequate time outside the classroom for meeting the responsibilities inherent within their purposes.

I would recommend that laboratory schools give very careful consideration to the following suggestions in their efforts to resolve this problem.

A. Restructuring of the day-to-day organization with maximum application of recent staff utilization studies (i.e., large group instruction, independent learning activities, team-teaching, programmed learning materials, integrated learning center activities, etc.)

B. Reduction of present enrollments.

C. Back-to-back utilization of special teachers (i.e., art, music, physical education, foreign language, etc.)

D. Greater application of interdisciplinary courses.

E. Reduction in course requirements where appropriate.

F. Larger class sizes where appropriate.

G. Greater utilization of the learners environment.

H. Greater utilization of community and university resource personnel.

I. Greater utilization of para-professionals, graduate students, interns, clerical assistants, work study personnel, etc.

J. Additional staff.

K. Other

Perhaps little or no relief may be realized by the application of any one of the above mentioned resources. However, if laboratory schools earnestly commit themselves to the task of reducing the class contact hours of their staffs and bring to bear several of the above resources in varying degrees, much can and will be accomplished. This problem will require considerable imagination and perseverance on the part of the laboratory school administrator and his staff but vigorous application of the suggestions mentioned earlier can provide significant amounts of non-class contact time for staff members. When this is realized laboratory school teachers can then begin to devote the kind of effort and time that is so necessary in carrying out research related activities.

III. Recruitment and retention of qualified faculty members.

The problem of attracting and retaining highly qualified professional personnel today in research oriented laboratory schools is difficult to say the least. However, I sincerely believe that this problem can be greatly minimized if laboratory schools commit themselves to bringing about certain adjustments. Frequently we assume that our problem is one of salary but

when one really analyzes the situation this is not the cause and perhaps not even the effect.

Laboratory school personnel are full fledged members of the University community and as such are eligible for the same salary, promotional and tenure opportunities as other members of the University. Therefore, the unattractiveness of a laboratory school to many highly trained people is not the result of limitations imposed by its University but rather is the result of the way potential staff members perceive the nature of the professional opportunities within the laboratory school.

It is my considered opinion that we can and must change the perceptions that prospective professional applicants have regarding the professional opportunities in laboratory schools if we are to be successful in fulfilling the purposes of our institutions.

I would suggest that we must change the framework or structure out of which the lab school teacher functions. We cannot expect to attract or retain desirable people when they are scheduled into classrooms to the degree that they are unable to become effectively involved in publishing, research related activities, and consultative relationships with other educational agencies. Such deprivation threatens their very professional existence and this they should not and are not willing to accept.

If the laboratory school is to solve its recruitment and retention problem it must create working frameworks that are consistent with the expectations it holds for itself and the expectations staff members hold for themselves as professional educators.

Today, perhaps more than at any other time in our history, better ways must be found for educating all people. Such efforts will require all the skill, determination and imagination of all educators but most

directly those professionals in institutions enjoying the latitude and resources so necessary in exploring new frontiers.

Laboratory schools must assume a leadership role in the profession's efforts to find new ways in meeting the educational needs of society. Let it not be said that we the laboratory school movement did not accept the challenge.

The Laboratory School and Research

Dr. William Kuschman, Research Coordinator
University Laboratory School
Northern Illinois University, DeKalb, Illinois

As a former Director of the Childrens School, National College of Education and thus former member of this organization, I remember with considerable nostalgia the meetings held in Edsel Ford's lodge in Michigan. A beautiful setting for some very interesting discussions.

The adjective "former" indicates that I have experienced change, inevitable change. We know that change is inevitable and permeates every facet of our lives. We also know it is difficult, threatening. We may not be particularly happy with things as they are but at least that which we have is familiar. There is a certain comfort in that. Change, however, deals with the unknown and therefore generates resistance and real or imagined vocational insecurity.

But security for security's sake is, or should be, alien to the role of a laboratory school. It is inherent in laboratory functioning that everything within the realm of professional education be questioned, tested, and reported according to responsible research methodology. We can rationalize this role and this point till the end of time (or our funding support is withdrawn), but the role function will remain the same. Laboratory schools must function as laboratories!

I will not attempt to play the guessing game with you as to how many "laboratory" schools are facing demise or, in fact, have been discontinued, versus the number newly started or about to be started. Such studies as I have seen are usually hampered in usefulness by too fuzzy definition of the term "laboratory school". Results are, therefore, usually limited in effectiveness to the perspective of the person quoting them.

No, it is not the numbers game I wish to speak of. The point I wish to make is this: Any organization, whether a hospital, service station or laboratory school must identify it's organizational task and operate in

ways consistent with that which it says it is supposed to do. Role accountability like cost accountability is a fact of life in education as it is in a commercial enterprise.

Few commercial businesses exist for long without a clear operational definition or organizational task. It must know why it exists and what must be done to continue that existence.

A business proclaiming its organizational task to be that of producing Volkswagons can ill afford an employee group busily engaged in the production of paper clips. Such strange behavior yields rather predictable results; stockholders become irritable with management and the consumer public fidgets with dealers on how to make the damn things run.

So it is with laboratory schools. They must know the meaning of a school identified as a laboratory and operate that school in ways supportive of a laboratory function. This is not to deny the importance of other school roles or to attempt to rank order them in importance.

If a school is charged with the responsibility of operating as a demonstration school then that is the way it should function. If the proclaimed role is that of accomodating student teaching, then so be it. If the funding or power source sees the school as accomodating a non-laboratory role it should not, however, call itself a laboratory school. It should be identified for what it is, no more, no less.

The "cafeteria" approach wherein a school attempts to be everything to all people, in my opinion, is asking to be able to serve no one well. It is inevitably a role leading to confusion, waste and disillusionment by all concerned. It is, practically speaking, analogous to the rider who mounted the horse and rode off in four directions at once, going nowhere.

What then, are the procedual steps or operational means by which a laboratory school fulfills it's function? What has the University Laboratory School done to justify and fulfill its role? We would be presumptuous, indeed, to allege that we have discovered the formula to encompass all answers to these questions. After all, isn't it the speakers perogative to raise only the questions and leave problem solutions to the audience?

Seriously speaking, we are too new in the laboratory role to claim success, let alone perfection. We are trying, however, to find answers to these questions, answers which hopefully will increasingly qualify us for the name "laboratory school". Basically, the steps we have taken can be identified within three activity categories; "internal"; "external"; and; "general".

Internal Activities

The word "internal" as used here, is defined to mean research or research-related activities designed for research consumption and/or production of University School faculty only, and conversely, "external" to mean activities directed to those, not members of the staff. Circumstances will arise in subsequent description wherein the above terms are inextricably related. For the most part, however, the terms should be useful in describing the bulk of the research program and related proceedures. Subcategories will be used for further clarification when warranted.

Internal Research Stimulation Activities

This category represents a myriad of activities designed to develop and sustain a facilitating research "climate". It is believed that effect ive research commitment must be grounded in a broadly-based program which

permeates every facet of staff activity. It must receive active direction and support from administration, "special area" personnel, faculty, students and parents. Faculty meetings, for example, include in-service sessions devoted directly, or in large part, to basic information in research design, statistics and data processing procedures.

In addition to the above, one committee and one "in-house" publication have been developed to aid and support faculty in their research endeavors. A committee called the Internal Research Committee has two basic functions: (1) to meet with and help faculty develop prospective research projects from the thinking or idea state to the point of mounting an actual research proposal, and: (2) act as an editorial board in assembling and publishing a journal called THE RESEARCHER, to be described later.

The "in-house" publication, referred to above, is entitled RESEARCH NOTES and is distributed to staff semi-monthly by the office of the Research Coordinator. RESEARCH NOTES sensitizes faculty to research developments within the school as well as out. Available research and research-related publications are noted (E.R.I.C. for example) for check-out.

External Activities

THE RESEARCHER, is designed primarily for external use in disseminating research results to a large public school population. This journal limits content to reports of research in progress or completed research done by staff or non-staff personnel using laboratory school resources. Distribution is to public and parochial schools in the twenty-two counties of northern Illinois.

An additional publication , designed for external distribution and having essentially the same mailing list, is UNISCHOOL. This dissemination piece is published quarterly and designed to include research-related material such as

point-of-view articles, experimental programs and periodic descriptions of University Laboratory School research resources and their availability to public and parochial school personnel.

Other, less definitive, external activities include such things as: faculty visitation to observe innovative programs in other schools; attendance at, or participation in, conferences and workshops, and; involvement as consultants and speakers, to mention a few. All such activities are school supported both financially (though not always completely) and philosophically as highly stimulative and regenerative means for research ideas and planning.

General Activities

Within this final category is found one printed form and one committee. The form, "Research Project Application Form," must be completed by every prospective researcher and has been designed to aid in organizing and presenting both the total research idea and resources to be involved in doing the research. Once completed, in cooperation with the Research Coordinator if requested, the form is returned to the Research Coordinator for preliminary screening (clarity and completeness of categories for example). The completed form is then reproduced in quantity sufficient for total faculty distribution, including the Research Project Screening Committee.

The Research Project Screening Committee is composed of selected school faculty as well as other University and public school personnel. Each prospective researcher* meets with this committee to answer questions and review

* Actually, only projects involving long-term and/or large-scale school involvement are processed by the committee. Short-term and/or limited-scope projects are screened by the Research Coordinator.

procedural details with teachers whose classes might be involved. Following proposal discussion, the committee decides to accept, modify or reject the proposal. The Research Coordinator notifies the prospective researcher of the decision reached by the committee and reasons for the decision.

Conclusion

In describing the above activities it was necessary, for purposes of brevity, to exclude certain descriptive information which might otherwise have provided a clearer picture of that presented. Anyone wishing a copy of any item described should contact the Research Coordinator and requested material (s) will be mailed promptly. The school staff would also, in turn, appreciate receiving material from other laboratory schools. Such material(s) should prove invaluable in improving and supplementing our beginning efforts in attempting to become a true laboratory facility.

Evaluation of L.S.A.A. Conference in DeKalb, Illinois

October 15-17, 1969

The results of the subjective evaluation of the Midwest Laboratory School Administrators Conference are as follows:

1. Data: There was a 41% return of the evaluating questionnaire submitted to the attending members on the last day of the conference. Twelve completed returns were tallied. The host administrators (3) did not submit their questionnaires.
2. Ten respondents indicated that the conference gave them some ideas that they would want to try; one stated that the conference was interesting, but not useful in his situation; one indicated that he experienced nothing new, but he was encouraged to feel that his school was moving in the desired direction. Another indicated that the conference was an enlightening experience for him as a new lab school administrator.
3. The organization, administration and speakers of the conference were rated as follows:

	Very Useful	Fairly Useful	Not Useful	
a.	1	8	1	Orientation
b.	9	4	-	Speakers in general
c.	5	4	4	Dr. Shapiro
d.	5	7	1	Dr. Kuschman
e.	10	2	-	Dr. Abrams
f.	9	4	-	Dr. Gogo
g.	6	6	-	Tour of building
h.	4	7	2	Brainstorming session
i.	11	2	-	Visiting with colleauges

4. Eight administrators stated that because of the conference they would make certain recommendations for change to their superiors, while 4 administrators indicated making no recommendations.

5. The following recommendations were summarized:

   a. Some aspects of the N.I.U. plan should be adapted for use in other laboratory schools.

   b. There should be teacher aide training program for lab schools.

   c. Released time should be provided for elementary lab school supervising teachers.

   d. Emphasis should be placed in these specific areas as they relate to Lab Schools:

      1. Adequate staffing of a lab school
      2. Ideas for research and experimentation
      3. Staff retention and promotion
      4. Public school relationships
      5. Statement of purpose by the University Administration

   e. There should be concerted national effort to support the continual operation of lab schools.

6. Suggestions made to improve future conferences.

   a. We should have a representative of University Presidents speak on their feelings as it relates to the "Lab School".
   b. Better food arrangements should be made in the future.
   c. We should continue the informal format for future meetings as established at the N.I.U. Conference.
   d. More planned time should have been provided for specific concerns of individuals.

SUMMARY

The tally of responses did not represent the opinions of all in attendance since some participants left prior to the evaluation. The impression of the hosts is that the entire program seems to have been highly worthwhile. It is our feeling that by and large, the speakers were effective and that the personal contact with colleagues, plus personal exposure were probably important factors in the attendance at this conference. Hearing personally what was going on at other Laboratory Schools seemed to be of deep concern to all the participants. Our conversation with all the participants here at N.I.U. were most enjoyable. See you next year at Oxford, Ohio on October 11, 12, and 13, 1970.

George A. Gogo, Director

John Dal Santo, Associate Director

Participants - MSLA Workshop October 15-17, 1969

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